



East Clarendon Middle

P.O. Box 153 1101 Pope
Turbeville, SC 29162

Grades	6-8 Middle School	
Enrollment	274 Students	
Principal	Kelvin Lemon	843-659-2187
Superintendent	Mrs. Connie Dennis	843-659-2188
Board Chair	Dr. George Green	843-659-4917

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

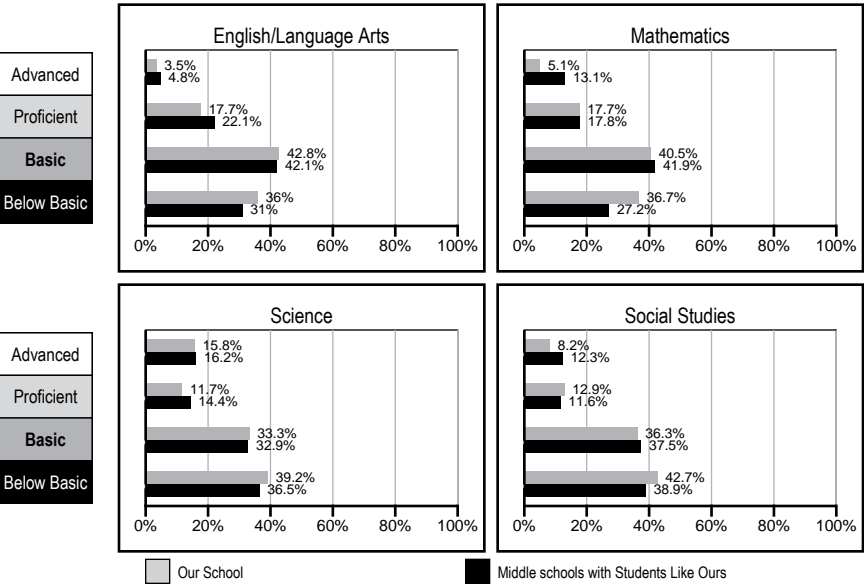
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	33	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	89.8	97.0
English 1	89.8	96.2
Physical Science	0	57.7
All Subjects	89.8	96.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=274)				
Students enrolled in high school credit courses (grades 7 & 8)	24.2%	Up from 21.1%	19.2%	19.4%
Retention rate	1.1%	Down from 4.0%	1.6%	1.8%
Attendance rate	93.7%	Down from 95.7%	95.9%	95.8%
Eligible for gifted and talented	19.2%	Down from 26.2%	16.9%	15.3%
With disabilities other than speech	13.8%	Up from 12.9%	14.3%	12.9%
Older than usual for grade	10.2%	Up from 5.7%	3.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	52.6%	Up from 42.9%	53.4%	55.0%
Continuing contract teachers	78.9%	Down from 81.0%	73.8%	70.6%
Teachers with emergency or provisional certificates	5.9%	Up from 0.0%	5.4%	5.4%
Teachers returning from previous year	N/A	N/A	84.4%	83.4%
Teacher attendance rate	92.7%	Down from 94.2%	94.8%	94.9%
Average teacher salary	\$42,751	Up 0.3%	\$44,220	\$44,706
Professional development days/teacher	11.3 days	Up from 6.6 days	11.5 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 22.5 to 1	19.6 to 1	20.1 to 1
Prime instructional time	83.2%	Down from 87.3%	89.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	98.0%	Up from 96.7%	97.8%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$6,065	Up 15.9%	\$6,993	\$7,097
Percent of expenditures for instruction*	71.2%	Down from 72.2%	64.8%	64.4%
Percent of expenditures for teacher salaries*	64.7%	Up from 6.9%	60.1%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The motto of East Clarendon Middle School is "Every Child Must Succeed" and the vision/goal statement declares, "The goal of East Clarendon Middle School is to educate every child, thereby improving our world through producing motivated, successful, and intellectual students of character."

The 2007-2008 school year saw East Clarendon Middle School receive SACS accreditation, continue MAP testing, and Word with a Word groups. ECMS wants to focus on deeper implementation of what we are already doing, collecting data on our progress, and using the data to drive instructional decisions for ECMS.

Carol Lenderman
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	95	35
Percent satisfied with learning environment	100.0%	78.7%	77.1%
Percent satisfied with social and physical environment	85.7%	76.8%	73.5%
Percent satisfied with school-home relations	71.4%	81.1%	65.7%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 8 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	93.7%	94.0%	No

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	269	98.5	35.5	44.4	17.4	2.7	29.7	43.6	48.2	No	Yes
Gender											
Male	134	98.5	46.1	42.2	10.2	1.6	18.8	35	41.7	N/A	N/A
Female	135	98.5	25.2	46.6	24.4	3.8	40.5	53	55	N/A	N/A
Racial/Ethnic Group											
White	167	99.4	22.7	49.7	24.5	3.1	37.4	52.3	60	No	Yes
African American	94	96.8	55.7	37.5	4.5	2.3	17	25.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	47.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	37	100	88.9	5.6	2.8	2.8	5.6	17.6	16	I/S	I/S
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	46.7	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	46.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	156	98.1	44.9	40.8	12.9	1.4	21.1	31.9	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	269	98.5	35.1	43.6	16.6	4.6	30.1	42	45.8	No	Yes
Gender											
Male	134	98.5	43.8	38.3	12.5	5.5	27.3	39.6	45.6	N/A	N/A
Female	135	98.5	26.7	48.9	20.6	3.8	32.8	44.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	167	99.4	24.5	47.2	22.1	6.1	40.5	53	59	No	Yes
African American	94	96.8	53.4	37.5	6.8	2.3	12.5	21.1	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	29.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	37	100	77.8	19.4	0	2.8	5.6	16.2	17.1	I/S	I/S
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	156	98.1	43.5	41.5	12.2	2.7	19.7	29.4	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	176	97.7	37.5	33.9	11.9	16.7	28.6	34.5	35.7	93.7	94.6
Gender											
Male	85	96.5	45.6	27.8	10.1	16.5	26.6	32.8	37.4	93.4	94.5
Female	91	98.9	30.3	39.3	13.5	16.9	30.3	36.3	33.8	94.1	94.6
Racial/Ethnic Group											
White	113	98.2	24.1	37	16.7	22.2	38.9	44.2	49.2	93.8	94.4
African American	61	96.7	63.8	25.9	3.4	6.9	10.3	15.1	17	93.5	94.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	92.9	95
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	28	96.4	80.8	11.5	3.8	3.8	7.7	12	14	91.3	93
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	93.2	95.1
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	93.2	95.1
Socio-Economic Status											
Subsided meals	104	98.1	48	31.6	8.2	12.2	20.4	23.4	21.1	93	94.1

Social Studies

All Students	173	97.7	41.3	37.1	13.2	8.4	21.6	30.2	34	93.7	94.6
Gender											
Male	89	96.6	46.5	24.4	16.3	12.8	29.1	33.2	36.6	93.4	94.5
Female	84	98.8	35.8	50.6	9.9	3.7	13.6	26.7	31.3	94.1	94.6
Racial/Ethnic Group											
White	106	98.1	32	37.9	16.5	13.6	30.1	38.3	44.5	93.8	94.4
African American	60	96.7	57.9	35.1	7	0	7	15.5	19.1	93.5	94.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.5	92.9	95
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	25	96	78.3	21.7	0	0	0	9.6	14.4	91.3	93
Migrant Status											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	18.2	22.6	93.2	95.1
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	18.2	27.3	93.2	95.1
Socio-Economic Status											
Subsided meals	102	98	49	35.7	13.3	2	15.3	21.7	21	93	94.1

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	82	100	50	27.5	21.3	1.3	22.5
	7	110	98.2	34.9	39.6	21.7	3.8	25.5
	8	95	100	39.8	46.2	12.9	1.1	14
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	83	100	29.6	53.1	14.8	2.5	17.3
	7	82	96.3	39.7	39.7	20.5	0	20.5
	8	104	99	37	41	17	5	22
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	82	100	28.8	40	20	11.3	31.3
	7	110	99.1	20.6	54.2	15	10.3	25.2
	8	95	100	39.8	52.7	6.5	1.1	7.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	83	100	30.9	37	25.9	6.2	32.1
	7	82	96.3	26.9	48.7	17.9	6.4	24.4
	8	104	99	45	45	8	2	10
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	42	100	56.1	24.4	9.8	9.8	19.5
	7	110	98.2	31.7	34.6	15.4	18.3	33.7
	8	48	100	43.5	37	15.2	4.3	19.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	43	100	51.2	31.7	2.4	14.6	17.1
	7	82	95.1	29.9	33.8	15.6	20.8	36.4
	8	51	100	38	36	14	12	26
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	40	100	20.5	56.4	17.9	5.1	23.1
	7	110	97.3	62.5	26	6.7	4.8	11.5
	8	47	100	28.3	52.2	8.7	10.9	19.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	40	100	20	37.5	27.5	15	42.5
	7	82	95.1	59.7	28.6	7.8	3.9	11.7
	8	51	100	30	50	10	10	20

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample